

**SAM HOUSTON STATE UNIVERSITY**  
**Department of Library Science**  
**LS 362.01**  
**Literature for Young Adults**

**Course Description**

This course is designed to acquaint students with the historical development, critical analysis, and selection of literature and related materials appropriate for young adults. An emphasis will be placed upon motivational techniques, activities, and strategies that help meet the reading and learning needs and interests of adolescents. Additionally, selecting materials that meet expressed reading needs and interests will be included in the course. A strong emphasis will be placed upon literature with multicultural characters and themes. This course is intended for those seeking secondary certification and covers materials appropriate for grades 4-12.

**Required Textbooks**

Lesesne, Teri S. *MAKING THE MATCH: THE RIGHT BOOK FOR THE RIGHT READER AT THE RIGHT TIME*, Grades 4-12. Stenhouse, 2003. Cost: \$21.00

**Required Reading**

These are books that all class members will read. They do not need to be purchased. Many are on reserve in the library. Please, if you do borrow the books, make sure you can bring them to class on the days they are discussed.

Anderson, Laurie Halse. *Speak*  
Bartoletti, Susan Campbell. *Hitler Youth : Growing up in Hitler's Shadow*  
Bauer, Joan. *Stand Tall*  
Cormier, Robert. *The Chocolate War*  
Crowe, Chris. *Getting Away With Murder.*  
Crutcher, Chris. *Whale Talk*  
Gallo, Donald R. *On the Fringe*  
Hinton, S.E. *The Outsiders.*  
Johnson, Angela. *The First Part Last.*  
Korman, Gordon. *No More Dead Dogs*  
Myers, Walter Dead. *Monster.*  
Nixon, Joan Lowery. *Whispers From the Dead*  
Lowry, Lois. *The Giver*  
Paulsen, Gary. *Nightjohn*  
Spinelli, Jerry. *Stargirl.*  
Stone, Tanya Lee. *A Bad Boy Can Be Good For a Girl*  
Trueman, Terry. *Stuck in Neutral.*  
Yang, Gene Luen. *American Born Chinese*

### **Recommended Textbooks**

Beers & Lesesne BOOKS FOR YOU. Urbana, IL: NCTE, 2001.

Brown and Stephens. YOUR READING. Urbana, IL: NCTE, 2003.

\*This is a writing enhanced course.

**Course Objectives** By the end of the semester, you will be able to:

- Direct and encourage students to read a variety of fiction and nonfiction resources for personal and informational needs [TExES I.9]
- Understand and evaluate national, state and local reading initiatives. [TExES I.10]
- Collaborate with faculty to ensure that the process of evaluating and selecting library resources provides curriculum-related and leisure reading materials [TExES II.8]
- Promote awareness of and responsiveness to learning differences and other types of diversity in the learning community [TExES V.1]
- Exhibit effective communication through oral, written, electronic, and nonverbal expression [TExES V.2]
- Use knowledge of literature and information resources to help students select materials [TExES VI.8]
- Understand and model the principles of intellectual freedom, information access, privacy, and proprietary rights [TExES VI.9]
- Use varied reading materials, programs, and motivational strategies to guide development of independent readers [TExES VI.11]

### **Knowledge:**

- Provide sufficient rationale for using real books in the classroom.
- Describe the reading needs and interests of middle and high school children.
- Identify leading figures in the field of YA literature.
- Describe the role of the teacher in reading guidance and motivation.
- Identify strategies and activities for matching children and books.
- Identify sources for keeping current in the field.

### **Skills:**

Identify and use book selection tools and reviewing sources.

Annotate and respond to a variety of YA books.

Evaluate books using criteria for specific genres.

Select books developmentally appropriate for various learners.

### **Dispositions:**

Recognize the benefits and importance of using multicultural literature in the classroom.  
 Provide reading materials that reflect diversity.  
 Distinguish between selection and self-censorship.  
 Model appropriate literate behaviors.  
 Demonstrate enthusiasm for books and reading.

Standards Matrix:

Objectives/Learning Outcomes	Activities (* indicates field-based activity)	Performance Assessment	Standards: <ul style="list-style-type: none"> <li>• <u>State Standards</u></li> <li>• <i>IRA Standards</i></li> <li>• <b>Library State Standards</b></li> </ul>
Provide sufficient rationale for using real books in the classroom.	Online writing and responding	Analysis of postings to discussion board and listserv	29,032, 33, 5.1, 5.2, 2.12 <u>3.43s, 2.12s</u>  239.55
Describe the reading needs and interests of middle and high school children	Online writing and responding	Analysis of postings to discussion board and listserv	<u>2.14s, 4.2s, 4.8s</u>  239.55  1.2, 1.4, 3.4, 1.7, 3.1, 3.2, 4.4
Identify and use book selection tools and reviewing sources	7. Outside reading of 75 children's books 8. Lecture and class presentations	<ul style="list-style-type: none"> <li>• Annotated bibliography</li> <li>• Analysis of postings to discussion board and listserv</li> </ul>	<u>2.12s</u>  239.55  2.11, 8.1, 12.4, 13.1, 16.1
Evaluate books using criteria for specific genres.	9. Outside reading of 75 children's books 10. Lecture and class presentations	Annotated bibliography	<u>2.12s, 2.14s, 3.43s</u>  239.55 5.2, 8.1, 12.4
Describe the role of the teacher in reading guidance and motivation.	<ul style="list-style-type: none"> <li>• Online discussion</li> <li>• Booktalks</li> </ul>	<ul style="list-style-type: none"> <li>• Posting to discussion board</li> <li>• Booktalk checklist</li> </ul>	<u>2.14s</u>  239.55  5.3, 13.1, 16.1
Annotate and respond to a variety	Outside reading of 75 children's books	Annotated bibliography	<u>2.14s, 4.2s, 4.8s</u>  239.55 5.1, 5.4, 5.5, 12.4

of YA books Demonstrate awareness of the importance of a diversity of materials for young adults, responding to needs of individual learners (learners with disabilities, gifted and talented learners, learners from various socioeconomic and ethnic background).	Class lectures and presentations	Online discussion postings analysis	<b>239.55</b> <b><u>3.43s, 2.12s, 2.13s</u></b>
Identify strategies and activities for matching children and books.	Class presentations and lectures	Postings analysis	<b><u>2.14, 4.2s, 4.8s</u></b> <b>239.55</b> <i>5.4, 5.5, 14.1, 14.3</i>
Understand the role of the library media /reading specialist in reading guidance and motivation, such as through author visits, booktalks, book discussions, book related “chat rooms,” interaction with parents (suggested reading lists, relevant articles) etc.	Literature Circles	Role sheets for circles	<b><u>I, III, VI</u></b> <b>239.55</b> <i>5.1, 5.3, 14.3</i>

Web address for IRA standards:

<http://www.reading.org/advocacy/standards/introduction.html>

Web address for state standards:

[http://www.sbec.state.tx.us/stand\\_framework/stand\\_framework.htm](http://www.sbec.state.tx.us/stand_framework/stand_framework.htm)

## **Course Outline (Tentative)**

Note that the titles of the required readings are indicated in parentheses when they are up for class discussion.

### **Week #1**

#### Overview of the Course

- Successful reading environment
- Review Syllabus
- History of YA Literature
- Due Dates

### **Week #2**

#### Female Characters and Rites of Passage

- STARGIRL
- SPEAK
- A BAD BOY CAN BE GOOD FOR A GIRL

#### Male Characters and Cult of Kill

- WHALE TALK
- STAND TALL

#### Historical Fiction

- NIGHTJOHN

### **Week #3**

#### Fantasy and Science Fiction

- THE GIVER

#### Mystery

- WHISPERS OF THE DEAD

#### The Problem Novel

- THE OUTSIDERS
- THE FIRST PART LAST
- MONSTER

#### Non-Fiction

- GETTING AWAY WITH MURDER
- HITLER YOUTH

## **Week #4**

Censorship and Related Issues

THE CHOCOLATE WAR

Other Genre: poetry, story, drama

Graphic Novel

AMERICAN BORN CHINESE

Multicultural Literature

ON THE FRINGE

STUCK IN NEUTRAL

Humor

NO MORE DEAD DOGS

Class Presentations

Wrap up

Final Course Evaluation

## **Course Requirements:**

### **1. READING AUTOBIOGRAPHY**

50 points

This paper should document your life as a reader (or as a nonreader if that is more descriptive of you). Consider how you learned to read, your earliest memories of reading at home and at school, your reading interests and dislikes, your reading habits as a child, teen, adult, and your attitude about reading. This is a personal narrative. It should provide the Instructor with a clear picture of your development as a reader (or a nonreader as the case may be). Please mention specific events, titles, and authors as well as images and recollections from your childhood, adolescence, and adulthood. A sample reading autobiography may be found at the Blackboard web site for this class. Please use the example only for reference, as your memories of reading should be individual and idiosyncratic.

### **2. OUTSIDE READING BLOGGING**

100 points

In addition to the assigned books on the syllabus, you are to read an additional 20 books. These books must meet the following requirements. You may NOT use REQUIRED READING BOOKS for this assignment. Visit Teri Lesesne's blog at: <http://professornana.livejournal.com/> for examples of what I am looking for in this assignment. Be sure to read a handful of blog entries to see the range and variation they can have. In addition to your own blog, you are required to respond to the blogs of your classmates as well. Details will be provided by the Instructor. There will be specific questions for you to discuss in the 4 blogs you will be doing.

- 5 Lone Star or Tayshas books 2008-2009
- 5 BBYA books from the 2007 list
- 5 past Printz Award winners (may use honor books)
- 1 series books.
- 2 Alex Award winners.
- 2 Challenged books

5. Questions for Textbook 50 points  
 I will post discussion questions from your textbook readings under Assignments. If you have any questions about this assignment you can ask them at the Discussion Board. Your question might be one that others have.

6. Literature Circles 50 points  
 In class assignment.

7. Class Presentation 100 points  
 Each student will do a presentation on 5 books. We will discuss the criteria in class.

**Evaluation:**

Reading Autobiography	50
Peck Questions	50
Blogging	100
Class Participation	50
Textbook Questions	50
Class Presentation	100

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Total: 400 points

- A=360+
- B=319-359
- C=278-318
- D=237-277
- F=below 236

**Class Policies**

1. Late work is not accepted unless the student has a compelling reason and the instructor is notified in advance. This will be determined at the instructor's discretion. Work more than 3 days past the due date will not be accepted. No late work will be accepted the final three weeks of the class. Late work of any kind will suffer grade

reduction. If the Instructor is to return work to the student in a timely fashion, deadlines must be met.

2. Attendance is strongly encouraged and roll will be taken. Absences exceeding three hours will result in serious grade reduction. The only excused absence occurs when students are involved in university sponsored activities and obtain prior approval from the Instructor. Consistently being late for class or asking to leave early is akin to being absent.

3. All assignments are to be submitted via the Blackboard DIGITAL DROP BOX feature of Blackboard for turning work in to me. I will NOT accept work via my email accounts or hard copies of assignments. Failure of your hardware or software is not sufficient reason for late work. It is your responsibility to ensure that work arrives on time. Please retain a copy of all material submitted in the form of an email so that you can re-send and prove promptness if necessary.

4. Plagiarism is not tolerated.

5. Students with a disability that affects their academic performance are expected to arrange for a conference with the instructor in order that appropriate strategies can be considered to ensure that participation and achievement opportunities are not impaired.

#### **STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY**

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). This request must be made in the first fifteen days of the semester or the first seven days of a summer session in which the absence(s) will occur. The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

#### **STUDENTS WITH DISABILITIES POLICY**

It is the policy of Sam Houston State University that no otherwise qualified individual with disabilities shall, solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any academic or Student Life program or activity. Students with disabilities may request help with academically related problems stemming from individual disabilities from their instructors, school/department chair, or by contacting the Chair of the Committee for Continuing Assistance for Disabled Students and Director of the Counseling Center, Lee Drain Annex, or by calling (936) 294-1720.

#### **AMERICANS WITH DISABILITIES ACT**

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to



providing reasonable accommodations for students with disabilities. Students with disabilities that may affect adversely their work in this class should register with the SHSU Counseling Center and talk with their University supervisor and classroom mentor teachers about how they can help. All disclosures of disabilities will be kept strictly confidential. NOTE: no accommodation can be made until registration with the Counseling Center is complete

**Availability of Instructor**

Lois Buckman  
(281) 467-0821 CELL PHONE  
lab008 @shsu.edu OR lois\_buckman @ sbcglobal net  
(936) 294-1150 Department secretary, Rebecca Lewis

PO Box 2236  
Huntsville, TX 77341-2236

**Office Hours:** Before or after class